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Prayidæ.

**Praya blaino*.

2. Anterior bell conical or rounded, posterior with marked longitudinal sides. Swimming-bells of about equal size.

Diphydæ.

**Diphyes acuminata* Lkt.

**Diphyes formosa* F.

3. Anterior bell small, polygonal in shape. Posterior bell with longitudinal canal covered with a plate.

Abylidæ.

There are a few genera of Mediterranean Siphonophores which are introduced in the above key since they represent families which probably occur in the Gulf Stream, although they have not yet been taken on our coast.

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EDITORS' TABLE.

EDITORS: A. S. PACKARD, JR., AND E. D. COPE.

The long persistence of the mediæval type of education which prevails in our schools and colleges has rarely been more happily and forcibly stated than by Charles Francis Adams, Jr., in his address before the late meeting of the Phi Beta Kappa Society. His adverse criticism is chiefly directed against the great waste of time involved in the study of Greek literature; and in the true scientific method he appeals to the facts best known to himself in proof of the position he assumes. The examples he cites are the lives of his ancestors, commencing with John Adams, President of the United States, who graduated at Harvard University in the class of 1755. We cannot do better than transfer to our pages some of his remarks:¹

"And so for us the college course, instead of being a time of preparation for the hard work of life, was a pleasant sort of vacation, rather, which preceded it. We so regarded it. I should be very sorry for myself not to have enjoyed that vacation. I am glad that I took my degree. But as a training place for youth, to enable them to engage to advantage in the actual struggle of life, to fit them to hold their own in it, and to carry off the prize, I must in all honesty say that, looking back through the years and recalling the requirements and methods of the ancient institution, I am unable to speak of it with respect. Such training as I got, useful for the struggle, I got after instead of before graduation, and it came hard; while I never have been able—and now, no matter how long I may live, I never shall be able—to overcome some great disadvantages which the superstitions and wrong theories and worse practices of my alma mater inflicted upon me.

¹ The Boston *Herald*, June 29, 1883.

And not on me alone. The same may be said of my contemporaries, as I have observed them in success and failure. What was true in this respect of the college of thirty years ago is, I apprehend, at least partially true of the college of to-day; and it is true not only of Cambridge, but of other colleges, and of them quite as much as of Cambridge. They fail properly to fit their graduates for the work they have got to do in the life that awaits them.

"This is harsh language to apply to one's nursing mother, and it calls for an explanation. That explanation I shall now try to give. I have said that the college of thirty years ago did not fit graduates for the work they had to do in the actual life which awaited them. Let us consider for a moment what that life has been, and then we will pass to the preparation we received for it. When the men of my time graduated * * * the railroad and the telegraph were in their infancy; neither nitro-glycerine nor the telephone had been discovered. The years since then have been fairly crammed with events. A new world has come into existence, and a world wholly unlike that of our fathers—unlike it in peace and unlike it in war. It is a world of great intellectual quickening, which has extended until it now touches a vastly larger number of men in many more countries than it ever touched before. Not only have the nations been rudely shaken up, but they have been drawn together. Interdependent thought has been carried on, interacting agencies have been at work in widely separated countries and in different languages. The solidarity of the peoples has been developed. Old professions have lost their prominence; new professions have arisen. Science has extended its domains, and is superseding authority with a rapidity which is bewildering. The artificial barriers—national, political, social, economical, religious, intellectual—are giving way in every direction, and the civilized races of the world are becoming one people, even if a highly discordant and quarrelsome people. We all of us live more in the present and less in the past than we did thirty years ago, much less in the past and much more in the present than those who preceded us did fifty years ago. The world as it is may be a very bad and a very vulgar world, insincere, democratic, disrespectful, dangerous, and altogether hopeless. I do not think it is; but with that somewhat comprehensive issue I have, here and now, nothing to do. However bad and hopeless, it is nevertheless the world in which our lot was cast, and in which we have had to live—a bustling, active, nervous world, and one very hard to keep up with. This much all will admit; while I think I may further add that its most marked characteristic has been an intense mental and physical activity, which, working simultaneously in many tongues, has attempted much and questioned everything.

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"How did Harvard College prepare me and my ninety-two classmates of the year 1856 for our work in a life in which we have had these homely precepts brought close to us? In answering the question it is not altogether easy to preserve one's gravity. The college fitted us for this active, bustling, hard-hitting, many-tongued world, caring nothing for authority and little for the past, but full of its living thought and living issues, in dealing with which there was no man who did not stand in pressing and constant need of every possible preparation as respects knowledge and exactitude and thoroughness—the poor old college prepared us to play our parts in this world by compelling us, directly and indirectly, to devote the best part of our school lives to acquiring a confessedly superficial knowledge of two dead languages."

After narrating the history of his ancestors' connection with Harvard, and showing the small value to their subsequent careers of the Greek they there so laboriously acquired, he speaks as follows:

"Such is a family and individual experience covering a century and a half. With that experience behind me, I have sons of my own coming forward. I want them to go to college—to Harvard College—but I do not want them to go there by the path their fathers trod; it seems to me that four generations ought to suffice. Neither is my case a single one. I am, on the contrary, one of a large class in the community, very many of whom are more imbued than I with the scientific and thorough spirit of the age. As respects our children, the problem before us is a simple one, and yet one very difficult of practical solution. We want no more classical veneer. Whether on furniture or in education, we do not admire veneer. Either impart to our children the dead languages thoroughly, or the living languages thoroughly; or, better yet, let them take their choice of either. This is just what the colleges do not do. On the contrary, Harvard stands directly in the way of what a century and a half's experience tells me is all important."

These extracts suffice to show the feeling with which one of the most thoroughly Harvardized of Boston's children regards his alma mater. But we are glad to know that the Harvard of to-day offers ever increasing facilities for the acquisition of positive knowledge, and for the training of the mind in the apprehension and pursuit of truth. Any other course would be suicidal, and in failing to adopt it, the majority of our colleges are simply digging their own graves.